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|  | | ESSENTIAL QUESTION:  What makes a hero? | | | | | | | | |
| trojan horse.gifThe texts listed in this unit are provided by the district. | | This unit has been adapted from the *Common Core Curriculum Maps*. The unit focuses on fiction from around the world emphasizing the attributes of heroes and the diverse characters considered heroes in their cultures. Students recognize and appreciate the effective use of characterization in fiction. Exposed to accounts from various cultures, students look for common techniques, such as emphasis on a particularly significant event or time period in a hero’s narrative. Students also consider the ways in which writers from different places and times convey their ideas about heroes in both prose and poetry. | | | | | | | | |
| FOCUS STANDARDS | | | | | | | | | | |
| **READING** | | | **WRITING** | | | **SPEAKING & LISTENING** | | **LANGUAGE** | | |
| RL.9.1 Explain what the text says. Point out evidence from the text. Draw conclusions (inferences) by combining new information with previous knowledge.  RL.9.3 Analyze how complex characters develop over the course of a text, interact with other characters, advance plot or develop theme.  RI/RL.9.4 Determine meaning of word and phrases as used in text, including words with different levels of meaning and with both literal and figurative meanings. | | | W.9.1 Include transitional words and phrases in writings to help the reader understand.  W.9.2 Write informative text: introduce a topic; organize ideas, concepts, and information to make connections and distinctions; include headings, graphics, and multimedia when they are useful for the audience and the writer’s purpose.  W.9.3 Write a narrative with multiple plot lines (Include related plots inside one dominant plot.)  W.9.7 Conduct short research projects to answer questions.  W.9.8 Gather meaningful information from multiple reliable sources and assess how each one is useful to audience and writer’s purpose. | | | SL.9.1 Initiate and participate effectively in a range of cooperative discussions with classmates; expand on classmates’ ideas.  SL.9.1.d Respond thoughtfully and politely to the ideas of others.  SL.9.4 When presenting information orally, be clear, brief, and logical.  SL.9.6 Adapt spoken words to audience and purpose. | | L. 9.1 Demonstrate the use of these kinds of phrases to add meaning, variety, and interest to one’s writing: prepositional phrases used as adjectives, absolute phrases, gerund phrases, and infinitive phrases.  L. 9.2 Demonstrate the use of adjectives and adverbs at the beginnings of sentences.  L.9.2 Demonstrate the use of compound sentence containing a semicolon and a conjunctive adverb. (*Example: The news frightened Ellen so much that her stomach began to churn; however, no one else in the room was aware of any change in her*. )  L.9.3.a Write and edit work according to MLA guidelines.  (These can be found online or in teacher’s handouts.)  L.9.4 Determine meanings of unknown words by using the following strategies: context clues in the same sentence, paragraph, section, etc. in a piece of text; use a printed or online dictionary; use word patterns (*analyze, analysis, analytical*).  L.9.6 Use general academic vocabulary in writing (*teacher will provide appropriate lists for ninth grade usage*).  L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | | |
| **Timeframe** | **SHORT TEXTS** | | | | **ASSESSMENT/EVIDENCE OF LEARNING** | | | | | |
| Ongoing throughout the quarter | Grammar for High School.jpg”Using the Sentence-Composing Tool-Box” | | | | L.9.1a  Use various types of phrases, clauses, and sentences | | -Sentence modeling  -Applying in written works throughout unit | | | |
| 1 week | relee.gif | | | Excerpt from *John Brown’s Body* by Stephen Vincent Benet | RL.9.1  Explain what the text says.  Draw inferences.  R.L.9.4  Determine how the language evokes a sense of time and place, how it sets a formal tone  SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement | | W.9.6, W.9.7 Conduct biographical research on Robert E. Lee, seeking information that supports the spirit and tone of Benet’s verses. Explain in an essay of 1.5-2.0 double-spaced typewritten pages or the hand-written equivalent) how both the poem and the researched texts support Lee’s hero status among his troops and others who knew him.  W.9.1 Use appropriate transition words and phrases to make your writing clear to the reader. | | | |
| 1 week | [http://t0.gstatic.com/images?q=tbn:ANd9GcT4IJnp8zvinCsNeS1Nw6Kv3EbiY0sZJlevrBN5zfbEpt4Muf2D](http://www.google.com/imgres?q=horse+clipart+free&hl=en&biw=1024&bih=543&gbv=2&tbm=isch&tbnid=iAB8yJpQpJbLDM:&imgrefurl=http://www.dailyclipart.net/clipart/category/horse-clip-art/&docid=82wd_RyzPxHMMM&imgurl=http://cdn.dailyclipart.net/wp-content/uploads/medium/Horse3.jpg&w=340&h=407&ei=0qXhT8CAL6OM2gX_oa3PCw&zoom=1&iact=hc&vpx=240&vpy=161&dur=3265&hovh=246&hovw=205&tx=132&ty=146&sig=116357978480519409902&page=2&tbnh=161&tbnw=133&start=9&ndsp=14&ved=1t:429,r:5,s:9,i:121) | | | Excerpts from *Seabiscuit* by Laura Hillenbrand | RI.9.3 Analyze how the author unfolds a series of ideas or events | | W.9.2c Write a response to reading that includes the following:   * the need for a hero in the time and place referenced in the text * the emergence of Seabiscuit as a hero | | | |
| 1 week | eisenhower.jpg | | | *“Southwick House- Where D-Day Began”* by Jerome M. O’Connor | RI. 9.1 Cite strong and thorough evidence from the text to support the perceived meaning of the text  W.9.3a Interest the reader by establishing an engaging observation in one point of view; create a clear and readable sequence of experiences or events.  SL.9.1c Stimulate group discussion by asking and responding to questions that connect the text to broader themes | | Gather information about the importance of an Allied invasion of Hitler’s “Fortress Europe.”  After reading the text, discuss the risks involved in Eisenhower’s decision to proceed with the invasion.  Compose a narrative describing the courage involved in making a decision that affects not only yourself but others. The decision may be your own or someone else’s. | | | |
| 2 class periods | **Henry V.bmp**Excerpt from  Shakespeare’s *Henry V* | | | | RL.9.6  Analyze a particular cultural experience reflected in a work of literature.  Compare and contrast the  leadership styles of  Shakespeare’s Henry V and Robert E. Lee.    SL.9.1a  Research the event that inspired the text. | | | | Use the researched  information and the text  to continue in small  groups the oral exchange  of ideas about the attributes  of heroes.  Use a graphic organizer to compare and contrast the circumstances that made both Henry V and Robert E. Lee heroes. | |
| 4 weeks | Odyssey.bmp *The Odyssey of Homer* | | | | RL.9.2 Determine a central theme of the text and trace its development, including how details shape and refine the theme. Summarize the text objectively. | | | | | Construct an argument, based on the text as evidence, that Odysseus deserves the title of hero. Include and consider counter-arguments. |

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| ASSESSMENTS/EVIDENCE OF LEARNING THROUGHOUT UNIT | | | | |
| **INFORMAL OBSERVATIONS** | **DIALOGUE AND DISCUSSION** | **SELECTED RESPONSES** | **CONSTRUCTED RESPONSES** | **SELF/PEER-ASSESSMENTS** |
| * Writing process * Text annotation * Teacher observation | * Text-centered discussions in small groups | * Graphic organizers (It Says/I Say/And So) * Sticky Notes (Evidence/ commentary) * Dialectic journal (Two-Column Notes) | * Analytical essay * Inductive Argument | * Self/peer-assess participation In discussions * Self/peer-assess writing using student exemplars and rubric      * Performance task peer assess using rubric |
| **PERFORMANCE TASK** | | | | |
| Compose an essay of definition of *hero* based on the understanding of the actions of the heroes in the texts studied in the unit. Include evidence from the extended text and from each of the shorter texts. | | | | |